

ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

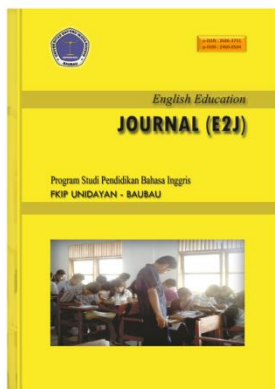
<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

E-ISSN: 2686-3731

P-ISSN: 2460-0504

Author's Correspondence

E-mail: lamido1980@gmail.com



Publisher:

**English Education Department
Faculty of Teacher Training and
Education
Universitas Dayanu Ikhsanuddin**

Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

AN ANALYSIS OF ENGLISH TEACHERS' BASIC TEACHING SKILLS AT SMP NEGERI 8 BUTON REGENCY

La Mido

English Education Department,
Dayanu Ikhsanuddin University
e-mail: lamido1980@gmail.com

Article Info

Article history:

Received: 07/09/2024

Received in revised form: 12/09/2024

Accepted: 14/9/2024

Abstract

The objective of this research was to analyse the English teacher basic teaching skill at SMP Negeri 8 Buton regency. The significance of the research were provide information and additional insight within basic teaching skills and how they are applied in teaching English, give additional knowledge and experience in the implementation of teaching skills in teaching. The subject was the English teacher who have good basic teaching skills in teaching so get it the researcher selected senior English teacher at SMP Negeri 8 Buton regency. This research applied a qualitative research. so human instrument as the key instrument. It means that the researcher himself as the key instrument in this research. In collecting the data, the researcher applied the observation and interview. Participant observation and semi-structure interview were used in collecting the data about teaching skills of English teacher. The data kualitatif analysed by using data reduction, data display and drawing conclusions or verification.

The result of the research showed that there were two basic teaching skills observed and interviewed that were opening the lesson and closing the lesson. In opening the lesson, skills were observed and interviewed were skills on attract the students' attention, enhance the students' motivation, Provide a reference in starting learning activities and skills on creating links between activities. Meanwhile in closing the lesson the skills were observed and interviewed were skills on reviewing the learning that has been done, skills on learning Evaluation and skills on providing students' psychological or social encouragement.

Keywords: Basic, Teaching Skills, English Teacher

Abstrak

Tujuan penelitian ini adalah untuk menganalisis keterampilan dasar mengajar guru bahasa Inggris di SMP Negeri 8 Kabupaten Buton. Manfaat penelitian ini adalah memberikan informasi dan tambahan wawasan mengenai keterampilan dasar mengajar dan bagaimana penerapannya dalam pengajaran bahasa Inggris, memberikan tambahan pengetahuan dan pengalaman dalam penerapan keterampilan mengajar dalam mengajar. Subjeknya adalah guru bahasa Inggris yang mempunyai kemampuan dasar mengajar yang baik dalam mengajar sehingga untuk mendapat karakteristik subyek tersebut peneliti memilih guru bahasa Inggris senior di SMP Negeri 8 Kabupaten Buton.

Penelitian ini merupakan penelitian kualitatif sehingga "human instrumen" sebagai instrumen kunci. Artinya peneliti sendirilah yang menjadi instrumen kunci dalam penelitian ini. Dalam pengumpulan data, peneliti menggunakan observasi dan wawancara. Observasi partisipan dan wawancara semi-terstruktur digunakan dalam mengumpulkan data tentang keterampilan mengajar guru bahasa Inggris. Data kualitatif dianalisis dengan menggunakan reduksi data, display data dan penarikan kesimpulan atau verifikasi.

Hasil penelitian menunjukkan bahwa ada dua keterampilan dasar mengajar yang diamati dan diwawancarai; yakni membuka pelajaran dan menutup pelajaran. Dalam pembukaan pembelajaran, keterampilan yang diamati dan diwawancarai adalah keterampilan menarik perhatian siswa, meningkatkan motivasi siswa, memberikan acuan dalam memulai kegiatan pembelajaran, dan keterampilan membuat koneksi antara materi sebelum dan materi yang akan segera disampaikan. Sedangkan dalam keterampilan menutup pembelajaran keterampilan yang diamati dan diwawancarai adalah keterampilan mereview pembelajaran yang telah dilakukan, keterampilan mengevaluasi pembelajaran dan keterampilan memberikan dorongan psikologis atau sosial kepada siswa.

Kata Kunci: Dasar, Pengajaran skill, Guru Bahasa Inggris

1. INTRODUCTION

Teachers must possess basic teaching skills to effectively manage the learning process. Managing the teaching and learning process, teachers act as facilitators who try to create effective and developing teaching and learning conditions, good teaching materials, and improve students' ability to master learning goals that they must achieve so

that the learning process has higher quality teaching.

In this case, teachers are required to master teaching skills in the perfect one. According to (1), a complete teacher is a teacher who masters basic teaching skills well. Mastery of basic teaching skills is expected by teachers to be able to implement them in his duties as a professional teacher in developing the potential of participants to educate optimally so that educational goals can be achieved.

(2) further stated that "the teacher's duty is as profession includes educating, teaching, and training". To educate means to continue and to develop knowledge and technology; teaching means passing on and developing life values, while training means developing skills in students. Teachers in conveying the knowledge must create a creative learning atmosphere that students like; it means that the teachers must know what kind of atmosphere or conditions are conducive to learning so that all information and learning material can be captured and received well by the students.

(3) states that teaching is more often interpreted as a complex act, namely complete mastery with adequate skills to convey messages. Teaching skills possessed by a teacher are expected to make students enthusiastic about learning and pay attention to explanations from teachers and can actively participate in the learning process so that the results achieved from the learning process can satisfy teachers and students.

According to (4), a teacher must master skills in a variety of teaching styles and must be able to execute various roles, meaning that a teacher must master various teaching skills to create effective and innovative learning. Competent teachers will be better able to create an effective and capable learning environment in classroom management so that student learning outcomes can be achieved optimally.

Basic teaching skills relate to several abilities or basic and inherent skills that must be possessed and actualized by every teacher. Teachers who have good skills will

create quality educators. (5) reveals nine basic teaching skills that play a very important role and determine the quality of learning. These skills consist of: 1) skills to open the lesson, 2) close the lesson, 3) skill in asking, 4) give strengthening, 5) providing variations, 6) explaining, 7) guiding the discussion in small groups, 8) small group teaching, and 9) managing the class.

Teachers, as educators, must possess the necessary skills to facilitate the learning; the teacher's ability to select and implement various approaches, models, and learning methods is crucial in fostering active, creative, and enjoyable learning (6). Next, (7) states that skills are a set of systems, methods, and techniques used by teachers to create learning that is effective, efficient, and fun. In terms of teaching skills (8), said teaching skills are skills that relate to all aspects of the teacher's ability to guide, direct, and build students in learning to achieve learning goals.

2. METHODS

A researcher will use a qualitative approach for this study. According to (9), qualitative research is that which collects detailed data from people through spoken or written words and observations of behavior. This research examines people and settings holistically. Consequently, the researcher employed qualitative research to identify and evaluate the fundamental basic teaching skills of teachers throughout the teaching and learning process in the classroom.

This research focuses on English teachers who apply fundamental teaching skills in the classroom at SMP Negeri 8 Buton.

The quality of research instruments and the quality of data collection primarily influence the quality of research data. Research instruments are essential tools for researchers in the data collection section of their studies. In this study, the researcher acts as the primary instrument of research.

This research included observational and interview methods for data collection. The researcher used the documentation position to back up the carrying out of this research, which involved gathering documentary evidence by capturing photographs of the

classroom environment during the learning process. Consequently, to effectively conduct this research, the researcher requires supporting tools, including a voice recorder, pen, notepad, and a list of questions for data collection.

The techniques used in this study to collect data are as follows:

- 1) Observation. Observation is a data collection method employed by a researcher to conduct direct observations of an object or events, utilizing essential information related to their inquiry into the fundamental teaching skills of English educators.
- 2) Interview. An interview is a verbal exchange of questions and answers between two or more individuals, conducted with a specified objective. The dialogue occurs between two parties: the interviewer, who poses questions, and the interviewee, who responds to them (10). In this study, the researcher employed semi-structured interviews. This interview format falls under the category of in-depth interviews, characterized by a more flexible implementation than structured interviews. The objective of this interview format is to identify issues more openly, asking the interviewee's opinions and ideas.

Data analysis after the completion of the data collection procedure. Data analysis is the essential component of the research process, as it is employed to address research problems. The following are the steps in data analysis in qualitative research (11).

- a. Data Reduction. Data reduction is an aspect of data analysis employed to refine, categorize, direct, eliminate unnecessary information, and systematically organize data, facilitating the drawing and verification of results. Data reduction allows for the simplification and transformation of qualitative data through rigorous selection via summaries or concise descriptions, categorizing it into a singular overarching pattern.

(12) says that data reduction means narrowing down the data to only what's important, making it easier to understand, and abstracting it. This is how living in, and living out work in data reduction. This

means that the chosen data is living in and the data that isn't being used is living out.

- b. Display Data. Display data is a collection of facts that a researcher can use to come to a decision and follow through with it. The way that data is presented is also a way of organizing information in the form of full and detailed stories. Then they were put together based on the main results they got from reducing the data, and researchers presented them in a way that was logical and systematic so it was easy to understand.
- c. Verification and Conclusion. In qualitative research, conclusions are novel results that have not before existed. The findings may manifest as a description of an object that was previously ambiguous but got elucidated through investigation; they may also represent a causal or interaction link, or a hypothesis or theory. The conclusion encapsulates the core of the research findings, articulating the ultimate perspectives derived from prior descriptions or conclusions based on inductive or deductive reasoning procedures. The conclusion must be pertinent to the research topic, objectives, and the interpreted and discussed findings. The research conclusion is not a synopsis of the study.

3. RESULT AND DISCUSSION

3.1 Result

The researcher explained the research data and discussions gathered through observation, interviews, and documentation. We conducted interviews and undertook observations during the learning process, adhering to observation guidelines, to ascertain the teacher's responses to the implementation of the lesson's opening and closing components. We also implemented documentation as an adjunct to the research data.

1. The Basic Teaching Skills of English Teacher in SMP Negeri 8 Buton.

To address inquiries about the skills required for opening and concluding lessons for class VII teachers at SMP Negeri 8 Buton, the researcher explains the findings of his research (13) identifies the following

instructional objectives: a) arouse students' attention or interest, b) generate motivation, c) provide a reference or structure, d) demonstrate connections, e) review, f) evaluate, and g) provide psychological or social encouragement.

a. The Skills in opening the lesson

A discussion of several elements involved in beginning the class conducted by the English teacher at SMP Negeri 8 Buton, namely:

1. Attract Students' Attention

The seventh-grade teacher starts the lesson by using the right teaching style to get the students' attention. However, the teacher adapts these teaching style tasks, such as storytelling, news inquiry, and ice-breaking, to meet the students' needs, rather than implementing them all at once. Concurrently, the educational media employed consists of instructional films presented via Infocus, serving as an auxiliary tool to facilitate the learning process, in addition to the teacher, who mostly utilizes the lecture approach.

The teacher also employs a teaching style that involves changing positions while approaching the pupils and asking questions, such as walking to the right, left, and backwards. The teacher employs this technique during the activity. We do this to make sure the students pay attention to the instructor and experience the teacher's support as they shift between roles. Additionally, the instructor's interaction pattern doesn't solely focus on the teacher, allowing students to actively participate in the teaching and learning process.

Moreover, the interview suggests that the teacher initially captures the students' attention and encourages them to concentrate, which aligns with the current situation. During these hours, the teacher prioritizes all activities that take place outside of English class hours. The instruction will reopen at a later time, following the conclusion of the English lesson. Initially, we will concentrate on engaging in English language learning activities. We can focus on the content by conducting icebreakers prior to the lecture.

Furthermore, teachers are required to employ learning media, such as the ones the writer employed during my lecture yesterday. This is because the independent curriculum involves three components: students, instructors, and the content. The student's intentions must be the determining factor, as the teacher is unable to compel the student to comply with their wishes. For example, the student learns through genestatic learning, which involves observing examples from the teacher and through audio and video. This is how we instruct the child. So, when learning commences, I employ two or all three methods, beginning with genetics, followed by audio, and finally video. Typically, children prefer explanations through video because they are more likely to comprehend the information that the teacher has provided.

2. Increase students' motivation

In addition to capturing the attention of students, class VII teachers must also inspire them. The teacher motivates students by demonstrating compassion during interactions and communication. This is evident in the teacher's approachable and amicable demeanor toward students during interactions, which in turn fosters a sense of comfort among students in the teacher's presence. Similarly, the teacher of Class VII endeavors to pique the students' interest by introducing them to material that they are not yet familiar with.

Nevertheless, the teacher fails to consider the students' interests when opening and closing the lesson, which is a critical factor in motivating students to learn. Establishing a connection between the material and the objects students encounter in their daily lives achieves this. Consequently, the teacher fails to implement certain indicators of motivation, such as expressing conflicting ideas that are still difficult for students to comprehend.

The teacher must initially motivate the students before beginning a lesson. There are still numerous activities that teachers can implement in the classroom. For instance, the

teacher could pose queries as a preliminary step, rewarding students with prizes like candy or chocolate for their responses. to ensure that students are enthusiastic. In class, I frequently pose inquiries such as, "What is your purpose for being here?" Mr. Teacher, I experienced a stomachache. After conducting an investigation, we found that the student had not eaten breakfast. The student's psychological condition interfered with his ability to concentrate on learning. As a result, the teacher had to boost his enthusiasm for the lesson.

3. Provide a reference in starting learning activities

In addition to capturing students' attention and enhancing their motivation, teachers must also furnish references for students. The teacher conveys the intended learning objectives to the pupils. The class VII teacher provides a reference by elucidating the processes that students must consider during the learning process or while completing tasks.

However, the teacher fails to inform students of the main issues related to the material and fails to explain its significance or the challenges they will face during their studies. The teacher also verbally poses questions to guide the students.

Regardless of whether there is a connection or not, the teacher should strive to establish a connection between the lesson we will be studying and the lessons from last week. TheThe module clarifies that trigger questions are questions the teacher poses before the instruction begins, with the aim of providing stimulatioThe teacher poses queries to the students, prompting them to contemplate the subject matter later in the module. Although trigger inquiries are already in place, they still hold relevance to the upcoming material because they aim to stimulate the child's cognitive processes. The material we will discuss later in this meeting includes me as the first invitee.

4. Create links between activities

When conveying connections, the teacher must fulfill three indicators: making connections between related aspects, comparing new knowledge with existing knowledge, and explaining the learning concept. The teacher connects the material to pertinent elements, such as those that students are already familiar with or that are in their immediate environment, by offering explanations that are easily comprehensible to the students.

The teacher then elucidates the concept of the material the students will be studying. The class VII teacher's learning activities during the lesson's initiation revealed indicators that were deemed inappropriate and not implemented by the teacher. These indicators included the expression of conflicting ideas and the comparison of new knowledge with the students' existing knowledge.

We may conduct an assessment or evaluation by posing questions related to the previous week's material to determine whether a student can comprehend new material or material they are already familiar with. We consistently conduct assessments at each meeting to gauge the students' understanding of the material we covered last week. Educators implement assessments to evaluate the learning objectives programmed in the teaching module.

For instance, yesterday's meeting focused on the concept of using the words "There are" and "There is". Before the lesson begins, we must instill this concept in the students. You may use the slides distributed to the students to accompany this material.

Additionally, you can use videos to help students understand the subject matter. Therefore, it is crucial to introduce the concept from the outset. For instance, my initial material this semester, which pertains to the family list, includes an explanation of the definition of family. Despite this, there are still individuals who do not understand the significance of the term "family". Their uncle imparted the definition to them, but they

remain oblivious to its true significance. Well, if they live in a rural area and their uncle is their father and mother's brother, this is not true. However, it may be advantageous if they reside in a city

In addition to preparing students for the opening lesson activities and providing guidance throughout the teaching and learning process, teachers must also recognize the potential of their students and assist them in understanding the material they have studied. Adding components to the lesson's conclusion can accomplish this.

The class VII instructor at SMP Negeri 8 Buton explains several aspects of the lesson closure in the following way:

2. The Skills in closing the lesson

The English instructor at SMP Negeri 8 Buton explained several components of the lesson's conclusion.

1. Review the learning that has been done

In accordance with the established indicators, the teacher reviewed the material that the students had examined, requiring them to summarize the main points of the lesson. However, the teacher did not provide guidance to the students in creating a summary. The teacher typically only inquires about the challenges the students encountered during the learning process, as determined by the interviews conducted with class VII teachers prior to the conclusion of the lesson. This allows the teacher to identify which students have a basic understanding of the material and which do not, thereby enabling the teacher to promptly address and surmount the obstacles they encounter.

The learning process involves three distinct procedures: the opening, primary lesson, and closing. The teacher should inquire about the challenges the pupils encountered during the learning process before concluding the lesson. Subsequently, the educator can ascertain which students comprehend and which students do not. Therefore, students who have already grasped the concept are requested to instruct students who are unfamiliar with the solution to the issue they are currently experiencing.

b. Learning Evaluation

The teacher carries out evaluation activities to determine the students' learning outcomes and to decide on the next course of action. The teacher solicits students' perspectives on the learning material they have studied during the evaluation procedure. Additionally, the teacher assigns practice questions that students must answer, and these questions are relevant to the material they have studied. Nevertheless, the class VII teacher continues to struggle with the implementation of new concepts in other contexts, as these activities remain challenging for students to comprehend and execute.

The teacher exhibits skills during the learning process. For instance, students are typically required to complete assignments at school. Occasionally, the students' responses are consistent, particularly for those who have low motivation to learn. They typically express that the assignment is too difficult. Additionally, there are other assignments that students must complete. We informed those who inquired about the assignment's arrival that we would deliver it next week or that the deadline was on Saturday during the fifth lesson. Subsequently, they responded by stating that the deadline was too early. Therefore, that was their response. Some students said, sir, they could do this task like we would at home.

In the course of the learning process, the teacher exhibits a variety of skills. For instance, students are typically required to complete assignments at school. Occasionally, students who lack motivation to learn respond by stating that the assignment is excessive. Additionally, we informed those who inquired about the assignment's timeline that we would submit it next week or that the deadline was on Saturday during the fifth lesson. The response was that it was too early. Therefore, that was their response. However, some students expressed that they could complete this task, sir, just as we would have done it at home.

c. provide psychological or social encouragement

In addition to reviewing and evaluating completed learning, teachers are required to provide psychological encouragement or follow-up. Once the results of the learning evaluation are known, teachers undertake this action. This may involve praising the learning

outcomes that students have achieved, encouraging them to be more enthusiastic about learning to achieve better results, providing hope or positive feedback to students after the recently completed learning activities, and ensuring that students have the potential for successful learning.

After providing students with encouragement, the teacher proceeds to assign homework in order to assess their comprehension of the material they have studied. The teacher instructs students to complete their assignments by writing them in their assignment book. Additionally, students are required to create videos about the material they have studied as homework. This follow-up is essential for the teacher to determine the depth of their comprehension of the subject matter.

Then, the teacher will present a remedial or improvement plan for students who receive subpar learning results. This plan will require students to rewrite the correct answers while still using questions from previous assignments. The plan caters to students with subpar grades. The teacher has effectively initiated and concluded the lesson by implementing activities that are suitable for the class VII students' abilities, characteristics, and components, as indicated by the findings of this investigation.

Therefore, the researcher's observations indicate that the VII-3 class at SMP Negeri 8 Buton successfully implemented the skill of opening and concluding the lesson by utilizing the components listed in the aforementioned table. The teacher's opening of the lesson revealed the incorrect execution of certain indicators included in the opening skill. The table indicates that the teacher's ability to conclude the lesson is evident in the ineffective implementation of certain components.

a. Discussion

The researcher has successfully implemented lesson-opening skills by fulfilling several components, including attracting students' attention, increasing students' motivation, providing references, and conveying connections, as evidenced by the results of the aforementioned study.

The teacher has also implemented a variety of activities that align with the indicators in order to captivate the students'

attention. This includes employing a teaching manner that is engaging for the students, such as inquiring about the latest news, recounting stories, and inviting icebreakers. The teacher employs interaction patterns that are not monotonous or solely focused on the teacher when teaching. Additionally, the teacher encourages students to establish a reciprocal relationship with the teacher.

Similar activities can boost student engagement in learning. However, there are still students who lack learning motivation and fail to pay attention when the teacher presents the material. It is especially crucial for the teacher to capture the students' attention at the beginning of the lesson. This is also consistent with the assertion made by (14) that one of the purposes of the opening of a lesson is to capture the attention of students, which in turn can motivate instructors and make the teaching and learning process more engaging and meaningful.

Additionally, the instructor initiated the lesson in a manner that stimulated students' motivation. Students' motivation to learn is essential to their desire to do so. This is evident in classroom observations, where students demonstrate their active participation in the learning process and are not hesitant to seek assistance from the teacher when they encounter challenges.

Nevertheless, there are still pupils who are unmotivated to learn and therefore pay less attention to the teacher's instructions. Activities that involve effective communication and interaction between the teacher and students can generate motivation, as motivation plays a crucial role in determining students' interest in learning.

The course will succeed if the teacher provides appropriate motivation. Therefore, motivation will always determine the intensity of a child's learning endeavors.

When the teacher initiates the lesson, they must also inform the pupils of the general learning objectives to ensure they have a general understanding of the material they will be studying. They will also receive information about the implemented learning process. The class VII teacher clearly demonstrates this by providing students with references, particularly through activities that explain the steps to follow, communicate learning

objectives, and pose questions about the material.

The teacher conducts this prior to the beginning of the lesson to ensure that students are aware of the content they will be studying. (14) stated that teachers can impart information related to the material and learning process to students by providing references. This can help students understand the topics and steps. What steps are required to guarantee comprehension of the material?

Prior to commencing the lesson material, the instructor typically establishes or communicates correlations between the material that students will be studying and matters that are still pertinent. Communicating material-related matters to students is crucial to ensure their understanding of the interconnectedness of the new material with the previous material.

Additionally, the teacher's activities to fulfill the components of the opening lesson are designed to provide students with guidance, thereby preparing them for learning, with a particular emphasis on their mental preparedness.

In the interim, the teacher employs it to observe the outcomes of the learning process upon concluding the lesson. The following are components that teachers can implement when concluding a lesson: reviewing, evaluating the material, and following up. The teacher does not guide the students in drawing conclusions after reviewing the material they have mastered in the recently completed lesson.

Additionally, students are required to articulate their conclusions verbally in accordance with the findings of the interviews. Before concluding the lesson, the teacher reviews the material that the students have discussed. The teacher then presents a summary of the material, distilling the essence of the conducted lesson. (15) posits that conclusions are necessary at the conclusion of each lesson to reinforce the critical components of the learning process, thereby making it more meaningful for students. Therefore, we can conclude that the evaluation and communication of the conclusions will benefit the students.

In addition to conducting a review, the teacher must also assess the students' comprehension of the material presented in

the lesson to determine the overall level of knowledge they have acquired. The class VII teacher accomplished this by administering written practice queries to the students.

Then, each student is required to respond to the written practice questions individually. However, the teacher determines the number of questions each student receives based on their comprehension level. Upon receiving the evaluation results, the teacher may implement subsequent actions, such as assigning assignments as additional practice material to facilitate students' comprehension of the material. Subsequently, educators may administer remediation to students who continue to receive inadequate evaluation scores.

To provide remedies based on interviews, the teacher instructs all students to re-answer the incorrect questions from previous administrations. The students then submit the corrected answers to the teacher for verification. Nevertheless, educators are aware of which students require this treatment.

4. CONCLUSION

The researcher concluded that the results of this study pertain to the fundamental basic teaching skill of the English teacher, particularly the skills in the beginning the lesson and finishing the lessons at SMP Negeri 8 Buton regency. The findings and discussions supported this conclusion. The investigation yielded the following findings:

- 4.1. The study's results indicate that the English teacher has effectively implemented the skills included in the lesson opening and closing component. These skills include attracting the attention of students, improving motivation, providing references and conveying links, closing the lessons from the study of the learning, learning evaluation, and providing psychological impulse. Despite the fact that not all skills are introduced and concluded in English lessons, the instructor fails to effectively implement them.
- 4.2. There are numerous indicators in the opening and closing of the lesson, including the indicator of paying attention to students, suggesting contradictory ideas to pique students' interest in

learning materials, comparing new knowledge with students' knowledge, and applying new ideas to other situations.

REFERENCES

- [1] Diah Anita. Analisis Keterampilan Dasar Mengajar Mahasiswa Pendidikan Matematika Dalam Pembelajaran Mikro. *J Pendidik*. 2015;3(4).
- [2] Safitri Eka. Teachers Teaching Skills and Student Learning Motivation as a Determinant of the Learning Outcomes. *J Pendidik Manaj Perkantoran*. 2016;1(1):152-62.
- [3] Ramli. Hasil Belajar Bahasa Inggris Dan Keterampilan Guru Dalam Mengajar. *J Ilm Didakt*. 2011;12(1):68-85.
- [4] Setiyadi. *TEACHING ENGLISH AS A FOREIGN LANGUAGE*. Yogyakarta: Graha Ilmu; 2020. 168 p.
- [5] Arqan Madjib. Kompetensi Professional Guru Keterampilan Dasar Mengajar. *IAIN pare-pare J pergurua*. 2019;1(1).
- [6] Siti Dewi Maharani. Strategi Pembelajaran Think Taye Warited Dalam Meningkatkan Hasil Belajar. *Inov Sekol Dasar*. 2016;3(1):40-7.
- [7] Sophuan. Peningkatan Keterampilan Mengajar Guru Smp Mata Pelajaran Ipa Dalam Menerapkan Pendekatan Sainfisik. *Widyaiswara LPMP Provinsi Sumatra Selatan*. 2018;4(2).
- [8] Aina Mulyana. Pengertian Dan Bentuk-Bentuk Keterampilan Mengajar. 2016;
- [9] Nugrahani F. *Metode Penelitian Kualitatif*. Solo: Cakra Books; 2014.
- [10] Damanik R. *Keterampilan Dasar Mengajar Guru*. Medan: Umsupress; 2021.
- [11] Merriam S. *Qualitative Research and Case Study Application in Education*. San Fransisco: Jossey-Bass Publishers.; 1998.
- [12] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta; 2013.
- [13] Armayanti. *Keterampilan Guru dalam Melakuka Kegiatan Membuka dan Menutup Pembelajaran di SD Negeri 03 Hulu Palik Kabupaten Bengkulu Utara*. Universitas Bengkulu; 2014.
- [14] Khakiim. Pelaksanaan membuka dan menutup pelajaran oleh guru kelas 1 sekolah dasar. *J Pendidik*. 2016;
- [15] Oktaviani. Analisis keterampilan membuka dan menutup pelajaran dalam pelaksanaan pembelajaran matematika SD Negeri 192 Pekanbaru. *J PAJAR (Pendidikan dan Pengajaran)*. 2019;3(1):46-52.